

Chapter 1

Section 2

CHAPTER EIGHT

VICTIMS

Everyone is a victim at some time in life. But what exactly is a victim? And how do you know if you have been or are being victimized?

In defining the word "victim," the dictionary includes the following:

- 1) a person who suffers from a *destructive* or *injurious* action;
- 2) a person who is deceived or cheated.

As sex offenders, most of you are victims of the types defined by the first two statements, and you have victimized others in the same ways. When you committed your sex offense, you caused your victim to suffer from a destructive or injurious action. You might have denied it or rationalized it away at the time, or you still may not quite believe that your victim suffered great harm from what you did.

There are reasons you didn't pay attention to the fact that you would be victimizing someone when you committed your sex offense. You may have lost touch with how you yourself were victimized, what you felt then, and your own upset, hurt, or confused feelings after you were victimized or molested. For example, if you were sexually molested when you were younger, you may have felt that this was the only time anyone ever showed love to you; then you *rationalized* your own molesting behavior as giving "love" to someone else. If you were physically beaten or are discriminated against because of race or other reasons, you may have felt rage from the violence and unfairness perpetrated against you, and then you acted it out in a sexual way on someone else, not even considering what your victim might feel. Or you may have been sexually molested over and over again at an early age and now feel like you *need* sexual gratification like a video junkie *needs* Nintendo, and it's the only way your body feels good. You might be thinking that since you were so routinely victimized and it didn't seem to bother you, so why should it bother your victim?

In each case, your own victimization might have kept you from understanding and connecting with the negative emotions your victim might feel and the effects he/she might suffer. Otherwise, you probably wouldn't have sexually offended, because you are basically a good person and good people try not to hurt others.

"Abuse" is the term we use to describe the *destructive* or *injurious* actions suffered by victims. We have found that many adolescent sex offenders have also suffered some kind of abuse themselves, usually either sexual abuse, physical abuse, emotional abuse or some combination. Knowing that you've been abused and understanding how it affected you can help you understand your offending behavior and help you not to do it again. But having been a victim is not an excuse for self-pity or destructive behavior, and it is never an excuse for sexual offending.

Because whatever experiences people have had in their lives usually color their view of the world, they may think that such experiences are normal and usual. We often underestimate the severity of the abuses we suffer. The first four histories below are true examples of harmful or

injurious acts adolescents experienced, even though they didn't connect these acts with the terms *abuse* or *victimization*. The fifth history deals with another way people handle severe abuse, by *dissociating*, or "going away" in their minds. That is, they lose themselves. They detach themselves from their feelings and sometimes even from conscious awareness in order to get through the abuse. Sometimes they really, honestly have no memory of being abused or, in some cases, even abusing. (This is a little different from what happens when people *deny* their own history of being abused and their abuse of others. People who *deny* know that they were abused and are abusing, but are afraid or ashamed to admit it.)

Read these five histories over carefully. Do any parts of them seem similar to what happened to you or what you did? Even if they do not seem similar, can you see how you lost touch with your feelings about your own abuse? Can you see how your victim might have felt? As you read these histories, remember that not all people who experienced abuse then abuse someone else. Abuse is not an excuse for offending against others. Looking at any victimization you might have experienced gives you *information* about where some of your thoughts and feelings come from. You can then *use* this information to help you understand and change your thoughts, feelings, and behavior and prevent yourself from reoffending.

1) Eric's two older brothers would masturbate in front of him when he was six and they were 14 and 16. They would also mutually masturbate and fondle Eric. Eric wanted to be included by them because he looked up to his big brothers. He felt a little funny when they touched him and made him touch them, but he never said anything to anyone. When Eric was 14, he was arrested for doing similar acts with a 6-year-old neighbor boy. Since Eric didn't think he was abused, he didn't think he abused the neighbor, either.

2) Angela's father was an alcoholic. He would come home drunk and throw things. Pretty often she had to dodge flying lamps, ashtrays, books, and dishes. Often he didn't miss, and one time Angela had to have stitches when she was cut by a glass ashtray her father threw. Angela's father usually didn't remember what he had done, and always apologized anyway the next day. Angela's mother said her father was a good man but suffered from the disease of alcoholism. Angela didn't think she was abused, because several of her friends' fathers did the same thing, and besides, her father didn't know what he was doing. She believed her father loved her. Angela was not sexually abused. When Angela was 13, she painfully yanked and twisted the penis of the 4-year-old boy she was babysitting.

3) Victor's mother had to raise his brothers and him alone, since their father didn't help or come around at all. She had a hard time making ends meet, and would get really frustrated when she felt that the boys were stirring up trouble or not trying hard enough, especially Victor. Victor had trouble in school, because of his learning disorder. He was smart, but he couldn't read or write very well. Because school was so hard for him, he often wouldn't try. His mother got very angry with him when he refused to do his homework and brought home bad reports from school. She yelled at him. "You are stupid. You will never amount to anything. You are just as worthless as your father." Victor thought she was probably right. When he was 16, Victor went to a party and started to make-out in back room with a girl he met there. When she wanted to stop, he didn't listen to her, and forced her to have sex.

4) When Bubba was 10 and his brother Dylan was 16, they lived in a house that was right next door to an older man who lived alone. Bubba and Dylan's bedroom window was right next to one of the windows in the neighbor's house. The neighbor used to stare into Bubba's window and masturbate when Bubba and Dylan were dressing and undressing. Dylan thought it was funny,

and deliberately undressed in front of the window. When Bubba was 14, he was arrested for indecently exposing himself at the elementary school. He said he thought it was a big joke.

5) Daniel's mother and step-father treated him very badly. They chained him under the house. When Daniel wasn't quick enough to obey, his step-father bent him over and forcibly had anal sex with him (anal sex, also called "sodomy" or "sodomizing," is when a male puts his penis in a person's bottom, or anus). They beat him with chains, and killed his pet dog in front of him. When Daniel was being abused, he would kind of black out, and another part of him would kind of take over, a part that didn't feel anything. Daniel was taken away from his home by the state when he was 8. He had no memory of what happened to him, but he was arrested three years later for forcibly sodomizing a 3-year-old boy. Daniel says he vaguely remembers grabbing the child, but nothing more. He has no feelings about either abusing or being abused. He has no idea what his victim might have felt.

(This last history is a very extreme case. While many victims report that they forgot about being abused for a period of several years, it is quite rare not to remember abusing others in the present. People who claim not to remember abusing others usually know what they did. They *deny* their offense to protect themselves because of fear, shame, and guilt.)

All five of these teenagers were abused and abused others. The abuse they suffered caused them emotional or physical pain at the time (even if they closed off the feelings or forgot about the abuse) and was destructive to them. Even though all of them minimized the severity of what happened to them (perhaps because they wanted it not to matter and they wanted to be tough) the abuse caused problems to them later on. The abuse they experienced was *one* of the major reasons they abused others. The abuse left them with feelings of rage, fear, and powerlessness. They acted out their feelings by sexually abusing others. Because they were not aware of how damaging the abuse they had suffered was to them, they didn't understand the hurt they caused their victims.

Let us look at each of these histories a little more closely. In the first case, Eric was much too young to be engaging in sex with others, and although he believed he had consented, he was really coerced. *Coerced* means that the person who convinced him was in a position of power over him, much older, much stronger, etc. Eric wanted approval by his brothers and wanted to be included in their closeness. If his brothers had not been abusive, he could have gotten this approval in a healthy way rather than by participating in a sexual act. Eric pushed down his own negative feelings about what was happening, so that now all he can remember is feeling "a little funny." Because Eric can't remember his own feelings, he did not understand that his victim might feel frightened, sickened, or powerless in the situation. He doesn't even realize that the neighbor boy might have agreed to participate because the boy wanted the same kind of approval and caring from Eric that Eric wanted from his brothers.

In the second scenario, Angela was probably terrified for her own safety and furious at what her father was putting her through. But she could never recognize and express her anger, because her father kept apologizing and her mother kept making excuses for her father's behavior. So the anger built up, and when Angela was a teenager she took it out indirectly on a 4-year-old boy. Because Angela's fear and anger were never acknowledged, she didn't appreciate how terrified and afraid the little boy might be. Angela didn't even have any idea why she did it.

In the third history, Victor was put down again and again because of his learning disorder. He was frustrated with school, angry at his mother, and furious with himself. He felt that nobody

loved, understood or would help him. He used sex for the missing love and understanding, and acted out his anger in the date rape. He was so filled with anger and emptiness that he couldn't connect with what his victim might feel. Since nobody cared about him, he cared neither about himself or others.

In the fourth history, Bubba was exposed to sex at too young an age and in an inappropriate way. Because his brother had given the neighbor's acts such attention, and because Bubba was out of touch with his own needs for attention and excitement, when he was 14 he acted out his feelings in the same way as the neighbor had. Since Dylan thought of his neighbor's actions as funny, Bubba forgot how uncomfortable he felt watching his neighbor masturbate, and only thought of the excitement of doing it. He didn't think that the children at the school might have been afraid of him, since he hadn't been afraid of the neighbor. He forgot his discomfort and rationalized that it was funny because his brother had said it was.

In the final history, Daniel was the subject of such severe abuse that he literally shut down his emotions and his consciousness. At times his rage at what happened to him would take over later on when he was in a safer situation. He wasn't even aware of what he was feeling. Sometimes he wasn't even aware of what he was doing. His separation from his own feelings when he was abused prevented him from recognizing or caring about what his victim might feel. Because he is the most out of touch with what happened to him and what he did, he is the most at risk of repeating his sexually offending behavior.

Exercise 33 gives you the opportunity to examine your own abuse.

EXERCISE 33. LOOKING AT MY OWN ABUSE

Write "yes" on the blank line next to the items that apply to you. Think about how often they happened. Were they everyday or rare occurrences?

1) Physical Abuse:

a) How were you punished or treated when you were a child? Were you or have you ever been:

| | | |
|--|--|-----------------------------|
| Hit with a belt _____ | Hit with kitchen utensils _____ | Hit with a stick _____ |
| Hit with a coat hanger _____ | Struck with closed fists _____ | Hit by thrown objects _____ |
| Kicked _____ | Painfully pinched _____ | Painfully tickled _____ |
| Burned _____ | Cut _____ | Drugged _____ |
| Thrown across the room or against a wall _____ | Choked _____ | |
| Head held underwater (sink, toilet, pool, stream) _____ | Tied or chained up _____ | |
| Forced to stay out in the cold _____ | Starved (not just missed a meal) _____ | |
| Had your head hit against the wall or floor _____ | Had your hair pulled out _____ | |
| Had food forcibly stuffed down your throat _____ | Beaten with cords or whips _____ | |
| Made to stand in a painful or uncomfortable position for a long period of time _____ | | |
| Other _____ | | |

All of these types of punishment are abusive. If they, or any similar abusive physical acts were perpetrated against you, you are a victim of physical abuse.

b) Who did this to you? _____

c) If you were a victim of physical abuse, how did you feel during the time you were being abused?

| | | |
|-----------------|--------------------------------|--------------------------|
| Angry _____ | Afraid _____ | Sad _____ |
| Bad _____ | I deserved it _____ | Picked on _____ |
| Worthless _____ | Unloved _____ | Unwanted _____ |
| Powerless _____ | Strong enough to take it _____ | No feelings at all _____ |
| Other _____ | | |

d) How did you feel right after the abuse?

| | | |
|---------------------------|----------------------------------|------------------------|
| Angry _____ | Afraid _____ | Sad _____ |
| Bad _____ | Picked on _____ | Worthless _____ |
| Unloved _____ | Unwanted _____ | Nervous _____ |
| Like getting even _____ | Like "you can't get to me" _____ | Frustrated _____ |
| Wanting to run away _____ | Obedient _____ | More disobedient _____ |
| Other _____ | | |

e) As a result of your physical abuse, do you:

| | |
|--|---------------------------------|
| Fight a lot? _____ | Have a quick, hot temper? _____ |
| Often hit your brothers or sisters? _____ | Punch walls? _____ |
| Throw objects? _____ | Kick things? _____ |
| Get even with people who cross you? _____ | Not get close to anyone? _____ |
| Think most people are out to get you? _____ | Hate most people? _____ |
| Feel like you deserved the abuse? _____ | Not care? _____ |
| Want to beat up your perpetrator? _____ | Act bad? _____ |
| Do you do other negative behaviors possibly as a result of your abuse? _____ | |

2) Sexual Abuse:

a) Violent sex: Did anyone ever use force or threats to:

| | |
|---|--------------------------------------|
| Rape you (intercourse) _____ | Sodomize you (anal sex) _____ |
| Feel you up (fondling) _____ | Make you perform oral sex _____ |
| Perform oral sex on you _____ | Masturbate you _____ |
| Make you look at his/her sexual parts _____ | Make you masturbate him/her _____ |
| Grab any of your sexual parts _____ | Insert objects inside you _____ |
| Take sexual photographs of you _____ | Make you watch any sexual acts _____ |
| Make you participate in any pornographic films _____ | |
| Make you have sex with others for money or gifts (prostitution) _____ | |

Make you have sex with animals _____

Make you perform group sex acts _____

Make you do anything sexual with yourself. What? _____

Other _____

Who did this to you? _____

What force or threat of force did they use? _____

Were you sexually aroused? (This is a normal reaction.) _____

Do you feel sexual feelings now when you think about being sexually abused? _____

b) Coercive sex: Did anyone with more power or status convince, bribe, or trick you to do or submit to any of the following acts?

Sexual intercourse _____ Anal sex (sodomy) _____

Masturbate him/her _____ Masturbate him/herself in front of you _____

Feel you up (fondling) _____ Let him/her masturbate you _____

Put his penis between your legs _____ Put his/her mouth on your sexual parts _____

Make you have oral sex him/her _____ Pretend to touch your sexual parts for a medical reason _____

Rub up against you _____ Prostitute yourself _____

Perform group sex acts _____ Perform sex for others _____

Tickle your sexual areas _____ Teach you about sex by showing you how to do it _____

Take sexual photos of you _____ Show you pornographic books or movies _____

Have sex with animals _____ Put any objects into your anus or vagina _____

Make you undress and spank you _____ Make you undress and humiliate you _____

Other _____

Who did this to you? _____

How did that person get you to go along? _____

Did you feel sexually aroused during the acts? (This is a normal reaction.) _____

Did you feel close or loved? _____

Did you miss the sexuality when it stopped? (This is also a normal reaction.) _____

Do you feel sexual feelings now when you think about being sexually coerced? _____

c) Attempted sexual acts: Did anyone ever try to do any of the above to you or with you? (This is sexual abuse too.)

Which acts? _____

d) Did you ever go along with being sexual with someone when you really wanted to say "No" or "Stop"? _____

When? _____

With whom? _____

Why? _____

e) How did you feel when the sexual abuse above was happening? (You may have many or mixed feelings, good and bad.)

Afraid _____ Uncomfortable _____ Embarrassed _____

In shock _____ Not there(dissociated) _____ Special _____

Weird _____ Helpless _____ Terrified _____

Disgusted _____ Confused _____ Loved _____

No good _____ Deserving of it _____ Picked on _____

Scarred for life _____ Dirty _____ Unloved _____

Special _____ Chosen _____ Sexy _____

Aroused _____ Attractive _____ Furious _____

Guilty _____ Guilty but aroused _____ Ashamed _____

Important _____ Different from others _____ Mature _____

Powerful _____ Other _____

f) How do you feel about it now?

Angry _____ Still afraid _____ Sad _____

Bad _____ Used _____ Worthless _____

Scarred _____ Like it was no big deal _____ Guilty _____

Humiliated _____ Embarrassed _____ Unloved _____

Special _____ Lonely _____ Powerless _____

Mature _____ Different from others _____ Smarter than others _____

Disgusted _____ Sexier _____ Cheap _____

Like getting even _____ Dirty _____ Different _____

Stupid _____ Often depressed _____ Deserving of it _____

Confused _____ Ripped off of some of my childhood _____

Other _____

Nothing _____

g) How may the sexual abuse have affected you? Do you:

Stay alone a lot _____ Need to be with people _____ Drink a lot _____

Use drugs _____ Have a hot temper _____ Fight a lot _____

Run away from home _____ Have trouble concentrating _____ Daydream a lot _____

Hold feelings in _____ Go along with anything (not say no) _____

Avoid sex _____ Think about sex all the time _____

Have sex more often than classmates _____ Have less sex than classmates _____
 Use sex to get things _____ Constantly masturbate _____
 Use pornography _____ Put yourself down _____ Cut school a lot _____
 Have to be perfect _____ Not trust others _____ Use food to avoid feelings _____
 Get even _____ Act tough _____ Break rules _____
 Break the law _____ Not care about the future _____ Hurt others _____
 Think about suicide _____ Try to commit suicide _____
 Destroy things (of others or your own?) _____ Run with a gang _____
 Other _____ No effect _____

3) **Emotional Abuse:** Write down names you were called and things that were said or done to you that have made you see yourself in a negative light. While everyone has been put down in some ways, if these things happened on a regular basis, they can be considered emotional abuse. You will have the opportunity to decide afterward if they reached the level of emotional abuse.

NAMES CALLED

("stupid," "slut," racial slurs,
or social put-downs)

BY FATHER: _____

BY MOTHER: _____

BY A STEP-PARENT: _____

BY OTHER FAMILY MEMBERS: _____

THINGS SAID

("you'll never amount to anything")

NONVERBAL MESSAGES

(always doing things for your
brother and never for you)

BY A TEACHER: _____

BY OTHER KIDS: _____

a) How often were you given these negative messages? _____

Talk about this with your friends and group members. Then think about this carefully. Do you think that you were called names, put down more, or given more negative non-verbal or subtle messages a lot of the time? Then decide — have you been emotionally abused?

Constantly? _____ Often? _____ Some of the time? _____

b) How do you think the put-downs you have experienced have affected your life (even if they didn't reach the level of emotional abuse)? Do you think you may:

Have lower self-esteem _____ Have fewer goals _____ Have less friends _____

Be more depressed _____ Feel more frustrated _____ Not try _____

Use alcohol more _____ Use other drugs more _____ Feel angrier _____

Feel stupid _____ Feel helpless _____ Feel resentful _____

Try harder _____ Feel like a loser _____ Rebel more _____

Care less about what happens to you _____ Care less about others _____

Care less about everything _____ Get along worse with family _____

Want to get one over on everyone _____ Do criminal acts _____

Other _____

Read this exercise over once a week or once a month. It is good to put the past behind you, but you need to process (or work through) the feelings you felt during and after the abuse you experienced. When you have processed and resolved these feelings, they are less likely to influence what you think, feel, and do, particularly about sexually offending. "Processing" your experiences simply means getting in touch with your feelings and thoughts at the time of your abuse and putting them in the proper perspective. If you were victimized (abused), you may be blaming yourself instead of the perpetrator, such as thinking of yourself as stupid to have let it go on. Or you may be acting out some of the rage you feel, instead of working through it in a healthy way.

If you have been abused either physically, sexually, or emotionally and you have no feelings or feel it was no big deal, you are probably out of touch with your feelings and need more work to zone in on them. You are much more likely to commit another sex offense or another hurtful act if you are unaware of your anger, frustration, lack of self-esteem, or other feelings left over from the abuse you received. If you don't understand your feelings, you will not see the signs leading to reoffense. Unless you notice them, you cannot change your thoughts, feelings, and behaviors to avoid or escape dangerous situations and lapse points.

Some of you were not abused. Not everyone who sexually abuses others experienced abuse as a child. As you talk to other friends, you will find that some experienced terrible sexual or physical or emotional abuse but never acted out in a hurtful way, and they seem to be pretty well adjusted. On the other hand, many people who were not seriously abused committed sex offenses or other criminal acts. Everyone reacts differently to life experiences, and no two people experience exactly the same thing. Not all people who are abused become abusers and not all people who weren't abused refrain from committing sex offenses or other destructive behaviors.

There probably were some hurtful experiences you had that influenced your decision to offend. People who are basically well adjusted, have good self-esteem, communicate well, relate well to others, and are in touch with feelings usually don't commit sex offenses. Some of the adolescent offenders we've worked with have experienced situations that are hurtful or border on abuse and that created frustration, anger, feelings of abandonment, low self-esteem, a sense of loss, etc. These include such things as:

- a) Having a totally dominating father or mother who doesn't listen and makes all the decisions
- b) Being left out, used, or not appreciated while living with a parent and step-parent who have kids of their own (half-brothers or -sisters or step-brothers or -sisters)
- c) Not having a mother or father, or having a mother or father who never come around
- d) Having to live with other relatives or in a foster or adoptive home because parent(s) cannot raise them
- e) Having one or both parents who are never available emotionally or aren't there when needed
- f) Having a learning disability so school is harder and special classes are necessary
- g) Having a speech or other type of impairment or disability
- h) Being a different race or religion than most of the kids in school or the neighborhood
- i) Having a close friend move away or having a neighbor, classmate, friend, or pet die

These are a few reasons some people have problems that may result in behavior that either hurts others, themselves, or both. Can you think of some other situations that apply in your case?

In the next exercise, you have the opportunity to write down all of the smaller things that bother you, that you wish were different. Don't be afraid of sounding stupid. This is just for you. It is a healthy way of letting it all out.

EXERCISE 34. AIRING GRIPES

1) In the first part of this exercise, just write down as many gripes as you can think of as fast as you can for 10 minutes. Gripes can be anything that is unfair, that you don't like, that is frustrating, irritating, or makes you feel crummy. They can be related to people, events, or just things that happen or are there. Do this as fast as you can. Don't elaborate. Use extra paper if necessary.

paper if necessary.

2) In this section, look back at the exercise on abuse as well as at the first part of this exercise and pick out the various people who either abused or in some way caused you problems. Who were they? List them below: _____

Now write a short note (just one sentence) to each telling them how you felt when they did what they did and why. For example, "Dad, I always feel worthless and like you think I'm stupid because you never let me decide things for myself," or "Big brother, I felt so uncomfortable, powerless, and stupid when you did those sexual things to me."

| TO | HOW YOU FELT | WHEN THAT PERSON DID WHAT ACT? |
|----|--------------|--------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |
| | | |

Look over your list of gripes and the people involved.

Can you discuss the abuses and gripes directly with the person who caused them? Often people are afraid to, afraid of what that person will think of them, afraid of being abused again (or worse), or afraid the other person has forgotten. If you *can* sit down and talk these issues over, you will usually feel better. In some cases, however, the other person is not capable of listening. That is their problem. They are stuck in negative or hurtful behaviors. If the person is not available, won't listen, or is too dangerous to approach, talk some of these things over with someone else, another family member, a friend, or a counselor. It is good to get them out.

You may also want to write a longer letter to someone who has hurt you in some way. You don't have to give it to them. Just the exercise of writing the letter can help you get the feelings out. Every time you get them out in a positive, healthy way, you will feel better. The letter below was written by a 13-year-old girl to her father who molested her. It could just as easily have been written by a boy. Molestation has just as strong an impact on both boys and girls.

Dear Dad,

I am writing to you, because I want you to know what you put me through by molesting me. My life got shattered into tiny bits - a whole lifetime ruined - my whole self destroyed.

Being molested means having feelings that I won't be able to stand having sex with my husband or just not being able to love or touch my husband without it bringing back horrible memories. It means always being scared about getting molested again. It means being prejudiced or holding a grudge against the molester and everyone else who has molested. It means not ever wanting to see the molester again. It means having lots of mixed-up feelings, like being angry, sad, scared and hateful all at the same time. It means crying at night while thinking, "Why? Why did this happen to me?"

Molestation is a very scary thing, and I don't think I can ever forgive you for putting me through HELL by molesting me.

Have you ever had any feelings like this? Has anyone ever done anything hurtful to you that you will never forget? Think hard. If you thought of something, did you list it in Exercise 33? If not, go back and add these things in.

Often people who write to those who have hurt them, and send the letters, don't get a reply. Remember three things as you work on the exercise below: 1) you are writing this letter to express your feelings; 2) you don't have to send it or, if you do send it, you don't need to get a reply for it to help; 3) this letter is for *you*, a way to help yourself feel better, not for the other person.

Now is the time for you to write your longer letter to someone who hurt you. You can write it to the perpetrator if you were abused, or to a parent, other family member, or friend who has let you down or treated you badly, or even to God.

This letter may be as long or short as you want, but make sure to cover the following topics. (You may want to write more than one letter or a longer letter than there is space for here. Don't hesitate to use extra paper for this.)

- 1) What you are angry or hurt about or what bothers you (what that person did)
- 2) What emotions you feel as a result of the abuse or other situation
- 3) What you think about the person who caused the problem
- 4) How the abuse or other situation has affected how you act or have behaved
- 5) What you would like your abuser (or whoever hurt you in some way) to say or do, such as apologize, tell you why he did what he did, say something that shows he or she understands what you have gone through, etc.

Dear _____

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or printed text on the paper.

Signed:

[illegible]

Now think over what you wrote. How do you feel about the person who hurt you? Will you forget about the hurt? Will you trust your abuser again? How has (have) your experience(s) affected your outlook on the world? How have your choices been affected by your experience(s)? Really think about this for a while. When you are victimized you are forever changed by your experience. All experiences in life change us. Whether we forgive the person(s) who hurt us or not, we will never quite be the same.

Some people can't seem to write their thoughts and feelings down very well or have trouble putting them in words. If you are one of those people, you may want to draw pictures of what happened to you, what you felt about it, what the perpetrator looks like to you, and how you feel towards the perpetrator.

Other adolescent offenders we have worked with have preferred to put these thoughts and feelings down in a song or poem. This is another good way to express them. One young person even constructed a horror house (like a dollhouse) that showed what happened to him and how he felt.

If someone committed an offense against you, it changed you. It was one of many factors that may have distorted your thinking, made you feel needy or bad about yourself, and contributed to your choice to commit your offense(s). But *you are still responsible for your choices*. You can learn from your hurtful experiences and destructive acts, depending on what you do with them. That is what this book is all about. That is what *Relapse Prevention* means. You can use your past experiences as learning tools to make positive and thoughtful choices and to help you to never repeat your offenses.

Getting in touch with the feelings behind your own victimizations and other painful experiences and situations is an important step toward change. If you know what you are feeling, you will be able to understand better what other people are feeling, so you can avoid hurting them. That is what the next chapter is all about.

SUMMARY

You could have gained the following information from this chapter:

- 1) A better understanding of definitions of victimization and abuse and what actions they include
- 2) More about the abuse you may have suffered
- 3) Awareness of other acts, happenings, or situations that have bothered you
- 4) Increased awareness of the impact and effects of the abuse and the other situations you experienced upon your feelings, thoughts, and actions
- 5) Increased awareness of your own emotions
- 6) Some ways of dealing with what you feel about the people who hurt you and what they did, like writing your thoughts and feelings down – for yourself, in letters, in songs, or in poetry, expressing yourself in artwork, or talking to the person directly
- 7) Increased awareness of how your life experiences affect your actions
- 8) Increased understanding that change and the power to make good choices is in your hands

CHAPTER NINE

EMPATHY

Empathy is one of the most important feelings you can learn, and the one most often forgotten by sex offenders when they commit their offenses. Empathy means trying to understand what another person is likely to be thinking and feeling in a given situation. It means trying to put yourself into their shoes.

No two people react to things in the same way. For example, Albert, a 12-year-old boy, felt confused, embarrassed and ashamed when his aunt molested him, while Joe, another 12-year-old who was also molested by an aunt, felt helpless, violated and terrified. Both had painful feelings, but their feelings differed in type and degree. The way the molestations happened, the personalities and past experiences of each of the boys, the relationship each had before with his particular aunt, and many other factors determined their individual responses.

Another example is that of two women who received a series of obscene phone calls. Dana was disgusted and frightened (frightened because she didn't know if the caller knew her address and might come and hurt her), but she was able to function normally afterward. Linda received a similar series of calls. Not only did she feel similar disgust and fright, but she felt so panicky, terrorized, and unsafe that she couldn't eat, sleep, or leave the house for months afterward. Linda's more extreme reaction was due in large part to the fact that she had recently been violently raped. Her terrible feelings from that rape were added to the painful feelings she would have had from the phone calls alone to create a much more devastating response. You can never know what the past experiences of your victim may have been, but it is important to be aware that a chain reaction can be set off by your harmful actions.

An opposite situation is that of Tony and Chuck, two teenagers. Tony came from a tough, gang-ruled neighborhood. Chuck came from a small, safe town. When Tony was robbed by two other teenagers swinging a bat, it was not the first time. While he felt fearful, powerless and angry at the time, he took the robbery in stride. He had learned to turn off a lot of his terror, because he had to do so to survive in his neighborhood. When Chuck was robbed in the same way, it was the first time. He felt terrified and powerless and was emotionally upset for a long time. While both boys experienced fear, helplessness, and violation, Chuck's feelings were much more intense, because he hadn't lived through other experiences of the same type before and feared more for his life. The important thing to recognize, however, is that both boys felt substantially the same emotions, one more intensely than the other due to past experiences.

We cannot actually climb inside the heads of other people to know what they are thinking or feeling, but we can ask, and we can think about what we would have felt in a similar situation. Since you are basically a good person who doesn't want to intentionally hurt innocent people, it is important that you develop *empathy*. Awareness of what victims and others might be feeling can help keep you from reoffending, especially if you did not set out to intentionally hurt someone. You may have been either unaware of what the victim might feel, used distorted thinking to misread what the victim was feeling, or shut off all feelings.

The following exercise can help you tune into the feelings of others.

EXERCISE 36. THINKING ABOUT WHAT OTHERS ARE FEELING

After each of the following situations, list at least three emotions the person might have felt. You can use the feeling words list in Chapter Four to help you.

1) Adam's father came home from work and started picking on Adam. He told Adam he was a lazy, stupid son-of-a-bitch, couldn't do anything right, and that he wished Adam had never been born. How did Adam feel after his father said this?

2) Charlie's girlfriend told him he was the greatest guy in the world — smart, handsome, sexy, and generous. How did Charlie feel when she said this?

3) John worked hard on his English paper. He got an A on it. How did he feel?

4) Mary's grandmother always hugged her and baked cookies for her. How did this make Mary feel?

5) Dennis' parents were alcoholics. They got loud and obnoxious in the evenings when they were drinking. How did Dennis feel when his friends came over to visit?

6) Roger's Dad is in prison. How does Roger feel when everyone is talking about their fathers?

7) Amy's family is on welfare, and most of her clothes are hand-me-downs. How does she feel when her friends talk about their new clothes and gifts and expensive activities?

8) Andy's family is wealthier than any of his friends' families, and he gets to go on much more expensive and faraway vacations than they do. How does he feel when he comes back from an expensive Christmas trip and everyone is telling what they did during the vacation?

9) Vikrim is the only East Indian student in the school. How does he feel?

- 10) Walter calls Malcolm a "dirty nigger." How does Malcolm feel? _____
- 11) Gina overhears some other girls making fun of how she talks. How does she feel? _____
- 12) Some of his so-called friends give Don a hard time because he is white, but he is going with a girl who is African-American. How does he feel? _____
- 13) How does Don's girlfriend feel when she finds out that Don's friends are giving him a hard time for going out with her? _____
- 14) Carlos finds a note in his locker that says, "Go back to Mexico, you greaser." How does he feel? _____
- 15) Peter's brother is gay. How does he feel when his friends make fun of gays? _____
- 16) Jason's older brothers got into all kinds of trouble in school and with the law. When his teachers pick on him because he is a member of that family, how does he feel? _____
- 17) Because Roland is very artistic, loves to dance, and plays the violin, lots of people think he is gay even though he is not. How does he feel when he hears them saying he is gay? _____
- 18) Bart is an outstanding athlete. He is captain of the football team and is outstanding in several different sports. He is gay, but hasn't told anyone. How do you think he feels when he hears the other guys put down gays? _____
- 19) Aileen has AIDS and knows she will probably die soon. How does she feel when she is with her friends at school? _____
- 20) Darlene is big breasted. All the guys whistle at her as she walks by. How does this make her feel? _____

Based on information given to us by both male and female sexual abuse victims, we can identify certain general feelings that most victims of sexual abuse feel. Sex offenders usually aren't aware of or don't care what their victims are feeling, or make a lot of thinking errors about what their victims feel. Let us see how aware you are of what the victims in the following situations might feel in the next exercise. If you can't seem to figure these out, pretend you are in a similar situation. Then think about how you might feel. It is important for you to be able to do this. If you can't, you probably need to go back and spend more time on Chapters Four and Six.

EXERCISE 37. VICTIM EMPATHY

In this exercise, answer the questions at the end of each situation. Try to give more than one response to each question. Think your answers over carefully.

1) Naomi was grabbed by a stranger at night as she was walking home. He raped her at knife-point, then let her go. List several emotions she might have felt. _____

What might she have felt if she was raped by her brother's friend on the way home from school? _____

2) Ricardo was babysitting for Domi, a 7-year-old neighbor boy. He told Domi to pull down his pants. Ricardo then fondled Domi's penis. Afterward, Ricardo told Domi that they would both get into trouble if the boy told anyone. How do you think Domi felt about what Ricardo did to him? _____

How did Domi feel about himself? _____

3) Joey exposed his penis and masturbated in front of a woman who was walking through a park at night. How do you think the woman felt? _____

How might she have felt if the same thing happened in a crowded department store during the daytime? _____

4) Allen went into a strange yard and peered in the bathroom window at a woman just as she got out of the shower. She saw him. How do you think she felt? _____

5) Dr. Stanford, a skin doctor (dermatologist), told 16-year-old Hillary that he needed to examine her vagina, even though she was there for a rash she had on her arms. She undressed as she was told to. He came in to examine her and rubbed her vaginal area with his hands and penis. How do you think Hillary felt? _____

6) Arthur, age 17, was doing photographic studies of children. He told Tanya, an 8-year-old, to take her top off for one photo session, then her pants for another. He photographed her vagina. Why do you think she didn't object? What was she thinking and feeling? _____

7) Dan went out with Carol. They parked and started to make love. She willingly fondled his penis. But when he pushed her head down to have oral sex, she said no and pulled away. He pushed her head down forcibly and made her suck his penis. How do you think she felt afterward? _____

8) Tom told his 11-year-old sister he loved her. He French kissed her and fondled her breasts. She loved him and wanted him to love her, so she did not object. How did she feel afterward? _____

9) Carol fondled and stuck her finger in the vagina of her 2-year-old sister as she was diapering her. It hurt the child, who had always loved Carol. What did the child feel afterward? _____

10) Hank told his 6-year-old brother Ike to play penises with him. He showed Ike how to masturbate both of them, and told Ike not to tell anyone what they were doing. How did Ike feel the following year when the Child Abuse Prevention Program at school told the children that touching penises was wrong? _____

11) Michelle is 14. Her stepfather got into her bed and touched her breasts and vaginal area one night when he was drunk. How did she feel at the time? _____

How did she feel the next day when her father was sober? _____

How did she feel when she told her mother and her mother told her she was a liar? _____

12) Alice had a reputation for being a "party girl." Ronald invited her to a party with five of his male friends. They all sat around and got loaded on booze and pot. Then the boys took Alice's clothes off over her objections and all had sex with her. How did Alice feel at the time? _____

Did she feel any differently afterward? If so, how? _____

Do you think she would have felt any differently if she had a reputation for being a "good girl?" _____

13) Annie was at a party. She got drunk and passed out. She awoke, finding a guy she didn't know on top of her having intercourse with her. How did she feel at the time of awakening? _____

If she yelled stop and he didn't? _____

If he put his hand over her mouth and threatened her? _____

14) Miguel is 8 years old. His 13-year-old brother and his brother's 14-year-old friend showed him pornographic pictures, masturbated in front of him, and then dry humped him from behind. How do you think Miguel felt at the time? _____

When he was 14 years old? _____

15) Benny, age 12, made 6-year-old Joshua take his pants down in front of all the children at on the school grounds. Everyone laughed. How did Joshua feel? _____

16) Donna, a 13-year-old, put her hand down the front of her 11-year-old school-mate Raymond's pants on the school grounds, and said, "Oh, what a teenie wienie you've got there." Everyone laughed. How did Raymond feel? _____

How would he have felt if they were alone on the grounds and she was a stranger? _____

17) Gina, age 14, sometimes wore low-cut dresses to school. Richie and Hugh thought it would be fun to squeeze her breasts. Richie went up to her and did it first. Hugh followed. How do you think Gina felt? _____

18) Larry was all alone at home one night when he received an obscene phone call. How do you think he felt? _____

Do you think he might have felt differently if his parents were home? If so, how? _____

19) Nick and his friends think Penny is unfriendly. They decide to "moon" her every time they see her. How does she feel when they expose themselves to her? _____

Do you think she feels any differently when she is with her friends and they do it or when she is all alone and they do it? If so, how? _____

20) Now briefly describe your offense. What did you do and to whom? _____

How old was your victim? _____

Who was your victim? (relation, friend, acquaintance, stranger?) _____

Where was the offense committed? _____

Who else was there at the time? _____

What do you think your victim might have felt at the time? _____

Now? _____

If you had difficulty with Exercise 37 or item 20 in the exercise, it may be because you have incorrect information and have formed *Thinking Errors* about how victims feel. People who sexually offend usually use *Thinking Errors* to try to excuse their hurtful behavior so they won't feel so bad about what they did. The next exercise may help you see your own *Thinking Errors* and correct them.



EXERCISE 38. THINKING ERRORS ABOUT VICTIMS

Below is a list of *thinking errors* or *distortions* about what victims feel. As you read over the list, circle the numbers of the thoughts you had about your victim(s). (Leave the spaces beside the thinking errors blank for now.)

- 1) She/he wanted it. _____
- 2) She/he liked it. _____
- 3) She/he would have said no if he/she didn't want or like it. _____
- 4) If the victim didn't say no, it's okay to do. _____
- 5) It didn't hurt him/her. _____
- 6) It was okay because I did it gently. _____
- 7) It was just a joke. Can't he/she take a joke? _____
- 8) We were just playing around. It didn't mean anything. _____
- 9) She/he was a slut/prick and deserved it. _____
- 10) She/he put out for everyone else, so what's the difference? _____
- 11) It was okay because I care a lot about him/her. _____

Read the Corrected Thinking section below. Then go back and write in the corrected thinking that applies to each of the statements above in the spaces following them. Pay particular attention to the items that you circled.

Corrected Thinking: Victims do not want to be victimized. They may not *show* that they don't like the abuse because they are afraid or ashamed. People who are drunk or who have been sexually active with others do not want or deserve sexual abuse. People should have control of their own bodies. Nobody has a right to do anything to anyone who doesn't want it. Nobody has a right to invade the body privacy of another person without consent, no matter how sexually active the person has been in the past, or even if the person has been a prostitute.

Often victims have a hard time saying no. No one listened to them when they said "no" in the past, or they are afraid of being physically hurt or emotionally rejected by saying no. *It is*

your responsibility to ask and be tuned-in to what your potential same-age sexual partner wants. "Tuning-in" means being aware of body language as well as words. (You'll learn more about body language later in this book.)

Just because a sexual act is done gently or the victim is not physically hurt does not mean the victim has not been hurt emotionally. The victim still feels violated, helpless, ashamed, damaged, afraid, and a lot of other painful emotions, and may feel this way for a long time, even forever.

Young children, in particular, don't know enough yet to make good decisions about sex. They are not ready to understand the consequences of what they do, and whether they will be hurt or not. The same is true for victims who have mental problems, are developmentally disabled (mentally retarded), or are drunk or drugged. Even though child or impaired victims may say they liked the sexual conduct (either to save face or because they liked the attention), they are very hurt or damaged by sexual activity ~~they are not ready for or that is not right for them at that age.~~ Once again, *it is your responsibility*, as someone who is older and who knows more, *not to do anything to a child or impaired person that might damage him/her.*

Abused children usually feel betrayed, angry, used, dirty, scarred for life, different from other children, disgusted by sex, or may wrongly use sex to gain power rather than pleasure as they get older. They also may act out sexually at too early an age, and, in addition to the emotional harm, may be physically injured if penetrated.

Many offenders think their behavior was a joke or just playing around, but they have hurt their victims. It is not a joke to most victims. The victims are usually confused, embarrassed, humiliated, and feel powerless during these so-called "jokes" and "playing around." When these offenders look more closely at their behavior, they usually discover that they were feeling bad, down, annoyed, angry, or bored when they offended. They used their hostile behavior to make themselves feel better by making their victim(s) feel bad.

Common emotions felt by victims who know their perpetrators are embarrassment, confusion, anger, fright, disgust, violation of their person, and betrayal. Victims who are strangers to the perpetrator, such as victims of expositors or phone callers, are also often terrified of what this scary person *might* do. Will the offender grab them, take them away, or kill them? And when some strange man sticks out his penis and masturbates in public, the victim is not "turned on," but usually feels helpless and scared, even if the victim tries not to show it.

Victims of rape are particularly terrified for their lives. This terror may continue for years, even when the offender has been caught. Because of what happened to them, victims feel that life is not safe anywhere. They may also have nightmares, flashbacks, cold sweats, and a variety of emotional and physical problems.

If you have any questions about what the victim of your particular crime(s) might have felt, talk to your counselor. Your counselor has probably talked to many victims of the kind of offense you committed and can give you further insight into what they might have felt.

The next exercise continues to raise your awareness of what sexual abuse victims feel. But instead of writing, you can play out the different scenarios, two people for each, in front of the group.



EXERCISE 39. EMPATHY ROLE PLAYS

In your treatment group play out the following situations with a partner. Decide between the two of you who will play which character. Make up your own lines as you go along. Say what you think your character would be saying at that time. After each scenario, have the group tell what the characters seemed to be feeling.

1) A police officer questions 5-year-old Jimmy about how his brother molested him. Show how the officer might treat the little child. Act out how the 5-year-old feels during the interview and about what his brother did to him.

2) Dora tells her mother that her older brother is molesting her. Have her mother at first think that Dora is lying just to get the brother in trouble. Then finally have Dora convince her mother that it is true. Think about why a mother would first disbelieve her daughter and then be convinced. Think about how Dora feels when her mother disbelieves her, and then how she feels once her mother believes her, as well as how she feels about the molestation in general. Share this with the group.

Role play the same situation again, except now ~~Dora~~ is trying to convince his mother that his brother is molesting him. How might it be different for Dan than for Dora? Is the mother more likely to believe Dora or Dan? Why? What effect might this have on Dora? On Dan?

3) Sandra, 14 years old, tells her best friend that her boyfriend raped her. Her friend doesn't want to listen. Act out how Sandra feels, both about the rape and about the indifference of her friend. Think about why the friend may not want to listen. Act that out.

4) A police officer pulls Arthur out of class and questions him about an accusation that he molested the neighbor child. How does Arthur feel being pulled out of class, what he does he think the other students will think of him, and how does he feel about being caught? What do you think the police officer might be thinking about Arthur and this situation? Act that out.

5) Jack is 8 years old. He was playing alone at the park playground just before dinner time when a man appeared with his tee-shirt over his face and masturbated in front of Jack. Jack was so afraid he could barely move, but he finally managed to run home. His father is angry at him for going to the park alone and for coming home late. Jack wants to tell him what happened but is afraid to, because he thinks he is to blame because he disobeyed. Role play Jack and his father. Have Jack finally tell what happened. What do Jack and his father feel at the beginning of their talk? At the end?

6) Ben was forcibly sodomized by an older and bigger man who worked at the same gas station where Ben used to work. Ben reported the offense, quit his job, and hadn't seen the man since; however, Ben's family has received threatening phone calls. Now Ben must testify at the offender's trial. Ben is standing outside the courtroom with his mother just before court when he sees his victimizer staring at them. Have Ben talk to his mother and his mother to Ben about the trial and about how both of them are feeling. Use lots of expression in your body and face.

Did this exercise help you empathize more deeply with what the characters were feeling? If not, try the scenario again. Switch roles, change your lines, and really get into your part. Discuss your character's feelings with the group. Did you really understand what your character was feeling?

Often sexual abuse victims write letters to their offenders as a part of their therapy. It helps them express the feelings they have about the offense and offenders. Most of these letters are not mailed. On the next page is a letter written by a young woman rape victim to a multiple rapist in prison for life after he had written an apology letter to her. It shows some of the intensity of a victim's feelings. (Also re-read the letter from the molestation victim to her molesting father in Chapter Eight.)

Now write your letter.

Dear _____ (your name):

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Your victim

Another good exercise is to draw a picture of your victim's face. What emotion was on the face of your victim at the time of the offense? Now? Draw it. This exercise is another way of getting in touch with what your victim possibly feels and felt when you offended.

In many programs, as a part of the empathy building and restitution process, a lot of time is spent writing and discussing in group an apology letter from you to your victim. You can learn from this whether your counselor lets you send the letter or not. The point is to make sure you really acknowledge your offense, understand how the victim must have felt and feels now, understand the damage you have done, and can make a truly genuine apology for your offending behavior.

Therefore, for our final exercise of this chapter, you are to write an apology letter to your victim. The purpose is not to make you feel worse about what you did, but to help you take full responsibility and have full understanding so you will never do a similar act again.

EXERCISE 41. APOLOGY LETTER

Write a letter of apology to your victim (most recent victim if there is more than one). This letter should include:

- Write a letter of apology to your victim (most recent victim if there is more than one). This letter should include:
- 1) An acknowledgment of your offense (taking full responsibility for it, including a clarification that the victim did not cause the offense)
 - 2) An acknowledgment of how you set up and tricked the victim
 - 3) A statement showing full awareness of the harm you did to the victim
 - 4) A statement showing understanding of the emotions you put the victim through
 - 5) A sincere apology for committing the offense
 - 6) An explanation of why, to the best of your knowledge, you did what you did
 - 7) An explanation of how you have made sure you will never commit an offense again. (Use extra paper if you do not have enough space here.)

Dear _____ (your victim's first name):

(your signature)

_____(your signature)

The important thing now is to remember *before* you commit a sex offense what your potential victims feel. It is particularly important to remember the harm done to victims when you are at the *Lapse* point in your offending chain, when you start thinking about offending. Yell "STOP" to your fantasies about offending and replace them with thoughts of the damage you will do to the victim. When you see a potential victim, think about that potential victim as a person, not an object to be used. Really think about the harm you will do to that person if you offend. Remind yourself that you are a good person who helps, not hurts, people. Plan ways to get your needs satisfied in ways that won't hurt anyone. (Review the better ways to satisfy your needs that you listed in Exercise 23 in Chapter Five.)

SUMMARY

In this chapter, you have:

- 1) Learned what empathy means
- 2) Increased your awareness of what other people feel in general
- 3) Increased your awareness of what sexual abuse victims feel in particular
- 4) Gained an understanding of how people react similarly but differently to the same or similar situations
- 5) Learned about some of the common thinking errors or distortions offenders make
- 6) Gotten more in touch with what your victim was thinking and feeling
- 7) Taken responsibility and apologized for what you did
- 8) Learned where and how you can use empathy to prevent reoffense



CHAPTER TEN

COMMUNICATION

Improving communication is a critical part of your Relapse Prevention plan. The dictionary defines *communication* as "a process by which information is exchanged between individuals through a common system of symbols, signs or behavior." In simpler terms, communication means sharing information with other people either with written or spoken words or by physical gestures (such as shrugging your shoulders to say "I don't know") and behaviors. Communication has three parts: verbal expression, nonverbal expression, and reception (listening).

Verbal expression simply means using words to express your thoughts and feelings. These words can be spoken or written. They can also be direct or indirect. For example, when you tell somebody something or write them a letter, that is direct verbal communication. When you write a play or poem, or talk to someone other than the person to whom the communication is directed, these are forms of indirect verbal communication.

Nonverbal expression means using some way other than words to express yourself, for example, body language – the expression on your face or the position of your shoulders or hands can tell others how you are feeling. If you are feeling sad, usually your face will look unhappy, your shoulders are more likely to be slumped, your hands will either be hanging dejectedly or possibly clenched against your body to close others out, and your walk may be kind of slow and draggy. If you are feeling happy, on the other hand, you are likely to have a smile on your face, stand straighter, and walk with more energy.

Other types of nonverbal communication are things you do, or behaviors, such as hitting something or someone or kissing a special friend. Those are direct nonverbal communications, while other things you might do, such as art work or sports, tell someone what you are thinking and feeling indirectly.

When you committed your sex offense, you were communicating. Think about what you were communicating, both emotions and thoughts. Who were you communicating with? Was it verbal or nonverbal or some of both? Was this direct or indirect communication? Who should your message *really* have been directed to? How could you communicate this message in a non-hurtful way?

For example, a 13-year-old boy named Hank felt he was always being blamed by his stepfather for things his two younger stepsisters did. He punished Hank for breaking a vase even though his stepsisters had knocked it off the table while running through the house. Hank was very angry. His mother worked long hours and was not around to talk to, and his stepfather punished him more for "talking back" when Hank tried to explain. Hank felt angry, trapped, and powerless. He communicated these feelings in an indirect, destructive way by violently raping his two stepsisters. He wasn't aware he was communicating anything. He was acting out his anger, frustration, and feelings of powerlessness on his stepsisters and getting a kind of revenge against his stepfather. He was indirectly and nonverbally telling him "I'm furious at you and your daughters. I will get some kind of power and control over this situation."

Communication can be healthy or unhealthy. For example, when you scream and swear at people or call them names, the communication is not a healthy one. When you talk out your problems and feelings, it is healthy. When you punch somebody or punch the wall and hurt your hand, you are expressing yourself in an unhealthy, unproductive way. But when you write down your feelings or draw them or even jog or do other physical exercise to express them, your actions will help you resolve your feelings.

When you use positive ways to communicate your thoughts and feelings you are less likely to reoffend. You will develop a healthy, productive way to deal with the situations you face without moving down the *Offense Chain to Relapse* (offending).

The following exercise is designed to help you choose and practice healthy communication.

EXERCISE 42. HEALTHY AND UNHEALTHY COMMUNICATION

- 1) For each of the following situations, write down whether communication was healthy or unhealthy and why.
 - a) Jody's older brother made fun of her all the time. She went to him one day and told him how bad it made her feel. Was this healthy or unhealthy? _____ Why? _____
 - b) Don got blamed for something someone else did at school. The teacher wouldn't listen to him when he tried to explain, so he wrote a letter to the teacher and explained the situation. Was this healthy or unhealthy? Why? _____
 - c) Richie's father yelled at him, so he yelled back. Was this healthy or unhealthy? _____ Why? _____
 - d) John's stepmother was always hollering at him. He felt like he couldn't talk to her so he put a garter snake in her bed. Was this healthy or unhealthy? _____ Why? _____
 - e) Andy's father was a drug user who was sent to prison. Andy was angry at his father, but his mother would not let him write a letter to his father to let him know how he felt. Andy drew a picture of his father, punched it in the nose, stomped on it and crumpled it up. Was this healthy or unhealthy? _____ Why? _____

When Andy's father got out of prison, Andy did the same thing in person. He punched his father and kicked him. Was this healthy or unhealthy? _____ Why? _____

- f) Ricardo's uncle molested him when he was 7 years old. His uncle denied it. Ricardo felt enraged, frustrated, and powerless. He went to the gym and boxed. Was this healthy or unhealthy? _____ Why? _____
- If Ricardo had punched his biggest enemy at school instead, would that have been healthy? _____ Why or why not? _____

g) Gina's father slept around with all kinds of women. Gina knew about it and hated it. She wrote a letter to her father in which she called her father an oversexed baboon. Was this healthy or unhealthy? _____

Why? _____

h) Roger felt that his parents never listened to him. He was feeling depressed and misunderstood. He went into his room and stayed there, thinking over and over that nobody cared about him. He didn't want to talk to anybody. Was this healthy or unhealthy? _____ Why? _____

i) Don had the urge to expose himself. He never spoke of it. Was this healthy or unhealthy? _____

Why? _____

j) Miguel was thinking about what it would feel like to touch the breasts of his friend's 7-year-old sister. He talked to his older brother about what he was feeling. Was this healthy or unhealthy? _____

Why? _____

If, instead, he had talked to the 7-year-old girl, would that have been healthy or unhealthy? _____

Why? _____

k) Mic played his guitar whenever he felt frustrated. Was this healthy or unhealthy? _____

Why? _____

2) For the following situations, write down a healthy way the person could communicate his/her emotions and thoughts. It could be verbal or nonverbal, direct or indirect.

a) Maria's mother molested her. She didn't like what her mother did but she still loved her. Maria wanted her mother to know that she loved her but was very angry that her mother had hurt and betrayed her. Maria is not allowed to see her. How could she communicate these feelings? _____

b) Tom's aunt and uncle won't speak to him since he molested their daughter (his cousin). They got a restraining order so he is not even allowed write to them. How can he express his feelings of remorse and sadness? _____

c) Randy was expelled for fighting. The other boy hit him, and he didn't even hit back, but the assistant principal wouldn't listen to him or his witnesses. How can he communicate the true story? _____

d) Maria is very attracted to Chad, but is not sure if he even knows she's alive. How can she communicate her feelings to him in a way where she wouldn't look stupid in case he doesn't like her? _____

e) Alberto, age 12, goes to a school dance with a girl he likes. This is his first date. He wants to kiss her, but is not sure that she wants to. He is too embarrassed to ask her. How could he communicate what he wants to do and find out what she wants without coming out and asking her? _____

f) Penny is furious at her brother for taking off and leaving her without bus fare. She is afraid that if she talks to him she will fly off the handle. How can she communicate her feelings in a safe manner? _____

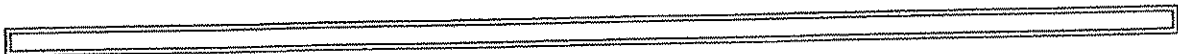
g) Don is feeling depressed and wonders if life is worth living. He would like some help but doesn't know how to ask for it. He is afraid people will think of him as a "weirdo" or "nerd" if he asks for help. How could he communicate his feelings and to whom? _____

h) Nick came home from football practice hurting and exhausted. He knows his mother is going to insist that he get his chores done right away. He has laryngitis and can't talk. How can he show her how he feels and that he needs rest instead? _____

i) Rod starts a new school in a tough neighborhood. He wants to look strong and able to take care of himself. What body language would give that message? _____

j) Louis is feeling very frustrated at his group home. There is nobody he can talk to, and he is not good at expressing himself in writing. How else can he let his feelings out? _____

k) Jenny, a classmate of Bob's, likes Bob, but he isn't interested in dating her. How can he let her know he isn't interested in a relationship without hurting her feelings? _____



You can see in the first part of this exercise that communications that either hurt you or someone else are unhealthy. Usually not communicating is unhealthy also, but communicating to the wrong person, like the 7-year-old girl Miguel was fantasizing about in situation # 1-j, was even more unhealthy because it put him in a dangerous situation where he would be likely to reoffend. So, just as we learned in Chapter Five about the consequences of the choices we make, it is important to think about the consequences of communications.

The second part of the exercise shows you that there are many different ways you can express your thoughts and feelings. You have many choices in each of these situations. Did you think of talking to a third party or getting someone to help Randy in situation # 2-c? Did you think about body language in any of the other situations? What about other types of verbal and nonverbal communications?

In many of these situations, the person needed to assert him/herself. *Assertiveness* is something that is often misunderstood. People often mix up *assertiveness* with aggressiveness or anger. When you yell at someone in anger, you are not being *assertive*. *Assertiveness* is where you can make your needs, thoughts, or feelings known in a calm, convincing manner. For example, George wants his brother to get out of his room. If he yells, "Get the hell out of here," he is not being assertive. He is being aggressive, because he sounds threatening and is out of control. To be assertive, he would say, "Please leave my room. I'll respect your space if you respect mine." And, if his brother doesn't get out, he would repeat firmly, "I told you nicely to please leave my room."

One of the best ways to be *assertive* is to say what you are feeling rather than to criticize someone else. For example, if you don't like the way your boyfriend or girlfriend hangs on to you, it would be more assertive and effective to say, "I feel uncomfortable having you hold my arm, so please let go," rather than "You're always so possessive. Why do you always have to hang on to me?" The other person is much more likely to be hurt and get mad at you in the second case.

You can determine what is *assertive* and what is aggressive by the way you are feeling when you make certain statements and by the consequences. If you say something loudly and angrily or in a threatening way, you are most likely being aggressive. If you speak calmly and firmly, you are being *assertive*. If the person receiving the message feels attacked, what you said was probably aggressive. Judging by consequences is not always foolproof, but you can often guess what the reactions to what you are saying will be. Learn to temper your statements to communicate what you want without personally attacking someone.

The next exercise is a short one to help you distinguish between *assertiveness* and aggressiveness.

EXERCISE 43. ASSERTIVE VS. AGGRESSIVE

1) After each of the following statements write whether the statement was aggressive or assertive.

- Joe's little brother is in his room again. He yells, "Get the hell out of here or I'll bust your face in." Aggressive or assertive? _____
- When his friend grabs Jim's letter from his girlfriend, Jim says strongly, "Give me that immediately." Aggressive or assertive? _____
- When the friend starts to read it, Jim repeats, "Give me the letter back immediately," and adds "if you want to stay friends." Aggressive or assertive? _____

- d) When Maria wants Alex to stop touching her breasts, she says firmly, "I want you to stop touching me right now." Aggressive or assertive? _____
- e) When Alex doesn't stop, Maria repeats what she said and adds, "If you don't, I will never go out with you again. I mean it." Aggressive or assertive? _____
- f) When he still doesn't stop, Maria adds, "If you don't stop, I will file a criminal complaint against you." Aggressive or assertive? _____
- g) If Maria had said instead, "You son-of-a-----, you think you're God's gift to women. Well, you're nothing but a two-bit punk, and I'm going to make sure you get locked up for this!" Aggressive or assertive? _____
- h) Bill's little brother messed up their room looking for an old shirt in Bill's dresser. Bill yells, "You jerk. You messed up all my stuff. Keep your mitts out of my drawers." Aggressive or assertive? _____
- i) Carla wants her brother to turn down the TV so she can study. She asks him nicely, but her brother doesn't respond, so she yells, "Are you deaf? Turn down the damn TV." Aggressive or assertive? _____
- j) Dave's girlfriend Sharyn is always telling her friends how cute David's "buns" are. This is very embarrassing to him. He says to her, "It really bothers me when you talk about my behind. I want you to stop." Aggressive or assertive? _____
- k) When Sharyn says she will say anything she wants to, Dave says to her, "If you continue, I'll just tell everyone how your brother molested you." Assertive or aggressive? _____
Why? _____
- l) When Ed finds out his friend has brought drugs into Ed's car, which is a no-no to Ed, Ed says, "I'm afraid I can't drive you anywhere any more, because you put my license in jeopardy by breaking my rules." Assertive or aggressive? _____
- m) If Ed had said instead, "You punk, don't you ever listen to anyone? You know the rules, now get the hell out of my car." Assertive or aggressive? _____
- 2) In the following section change the aggressive statements quoted to assertive ones instead
- a) Father says to his son who has done an incomplete job on the lawn, "Can't you do anything right? The lawn is still a mess." _____
- b) Frank says to his younger brother who wants to tag along, "Why would I want some dopey little kid tagging along? Get out of my sight." _____
- c) To a friend who forgot to return a tape, Terry says, "You knew I needed the tape. Can't you remember anything?" _____
- d) To a guy who keeps pestering her, Holly says, "Get away from me, you dumb jerk." _____

e) To his sister who changed the channel he was watching on TV when he answered the phone, Ike says, "Get your slimy hands off my TV. You knew I was watching the game." _____

f) Jerry has to share a locker with a classmate who is messy. Jerry yells, "You slob. Can't you put anything away where it belongs?" _____

g) When Kim's mother blames him for what his brother Jeff did for the tenth time, Kim yells, "You always pick on me. You like Jeff better. I wish you were dead." _____

h) When LouAnn's boyfriend pays more attention to another girl at a party, she wants him to stop, so she says, "You don't even care about me. I wish I had never met you." _____

3) Now, think of a time when you said something aggressively to someone. Write down what it was and what the situation was.

Situation: _____

What you said: _____

What is an assertive statement you could have made instead? _____

After making your assertive statement, if you don't get the response you want, it is important to make the same statement again even more strongly. Always look at what you are trying to accomplish with your statement. Do your best not to hurt the person's feelings if you can avoid it. Even people who act obnoxious have feelings. Often they feel truly bad about themselves and cover the feelings up by being obnoxious. Can you think of anyone like that? (Most of us know someone.)

Telling someone what you want or would like to have happen is often more difficult than criticizing the actions of someone else. A positive example of *assertiveness* would be where one of your friends asks another of your friends to go to the show on Saturday. You would like to go too. You have a choice whether or not to assert yourself. If you don't say what you want, for sure you won't get to go with them. If you whine, "You never ask me to do anything," instead of asserting yourself, you are likely to be misunderstood and disliked. But if you say, "May I join you?" you have positively asserted yourself. While you may face the possibility of rejection by asking in an appropriately assertive manner, it is worth the chance. (Even if you are told no, you have other options, such as asking other friends to go, going by yourself, going bowling, or going to a video arcade instead. The rejection may have nothing to do with their liking or disliking you. Use your positive self-talk. Tell yourself, "Maybe his Dad said he could only take one person with him." "There may not be room in the car," or "Maybe he owes John the favor, because John took him last week.")

Telling someone what you *don't* want is also difficult, particularly if you are not sure what is going on with the other person. This is what happens in many molestation cases. The victim may feel sort of funny – not sure of whether what the more powerful person wants is okay or not. The victim doesn't say "no," because he/she is afraid of offending the more powerful person, who

is usually someone the victim likes or respects. Can you think of a situation where you felt funny saying "no?" Did you ever say "yes," when you really meant "no," because you didn't want to displease the person who asked you?

When people say "yes" when they really want to say "no," usually they feel angry at the other person for talking them into doing something they don't want to do and angry at themselves for letting it happen. This anger and resentment can lead to aggression when it builds up over time.

An example of this is Louie. He and his friends were at a party. His friends were smoking crack and said, "Come on Louie, are you chicken?" Louie didn't want to smoke crack, but he was afraid his friends wouldn't like him if he didn't try it. So, instead of saying "no," he went ahead and smoked it with them. Afterward, Louie felt like he had no backbone. He was mad at himself and his friends for putting him in that situation.

Another example is 14-year-old Mickey, who hadn't yet had a girlfriend. Mickey's friends always bragged about the sexual things they had done with their girlfriends. His friend Frankie arranged for him to meet a girl at the show the next evening. Frankie said, "Put your arm around her, then put your hand on her breast." Mickey felt uncomfortable about putting his hand on the girl's breast, but he did it anyway because he was afraid Frankie and his other friends would think he was a baby. The girl was upset. Mickey felt angry with himself because he listened to Frankie's advice instead of standing up for himself and what he felt.

It is important to say what you feel, and best to say it directly to the person involved (unless that puts your life in danger). There is some risk: some people don't like it or feel threatened when you say what you are feeling or refuse to go along; but others will respect you for standing up for yourself. Most important is that when you say what you really feel and make your own positive, healthy choices, you can feel good about yourself and respect yourself.

Communicating in healthy ways and being assertive take practice. It's not easy, and you don't always get what you want even when you make clear, calm, assertive statements. But the more you communicate well, the more likely that you'll feel better about yourself, and maybe even get some things to happen the way you want them to. When both people in a situation are assertive, there can be a compromise that helps both participants.

It is okay to say "no" when you feel that way. You will feel better afterward. Louie could have said, "Count me out. It's not my thing," or "Half my family are addicts and alcoholics. I don't want to end up like them." Maybe his friends (if in fact they were his friends) would have just said, "Okay, dude, but you don't know what you're missing," and still think he's okay.

If Mickey had stood up to Frankie and said, "I'd like to get to know her, but I'd rather move at my own speed and hers," and hadn't followed Frankie's advice, Frankie might have thought Mickey was slow, or even not interested in girls. But Mickey would be able to keep the girl as a friend afterward, and would know more about whether he really wanted Frankie as a friend.

You should be aware, however, that it is hard – almost impossible – for little children to tell a big person they love or respect to stop molesting them, and often the big person ignores what they say. Did your victim say "no" to you? If so, did you listen and stop? Remember, the third part of communication is reception (listening).

Just like some people say "yes" when they mean "no," other people say "no" when they really mean "yes." For example, Manuel was very shy and had never gone out with any girls before. Nora, one of the most popular girls at school, asked him to a party. He wanted to go, but he was

worried – afraid he would be the only Hispanic kid there and not fit in, afraid he would look strange or say something other people would think was weird, so he told Nora he couldn't. Afterward, he was angry at himself for giving in to his fears. He missed what might have been a really good time, because he was afraid to say "yes."

Don't confuse this with someone saying "no" in a sexual situation. When someone says "no" in a sexual situation, you need to believe that the person means it. You can ask the other person to talk about his or her feelings, but when it comes to sex, NO means NO. Even when someone has mixed feelings, it is safer for you to take this as a "no." This section is about you saying "yes" or "no" for yourself only. It is important to honor other people's yes and no.

The next exercise looks at the problem of yes and no.

EXERCISE 44. SAYING WHAT YOU MEAN: YES AND NO

1) Think of a time when you said "yes" when you really meant "no." Write down the situation, how you felt at the time, and how you felt afterward.

Situation: _____

How you felt at the time you said "yes:" _____

How you felt afterward: _____

2) Think of a time you said "no" when you really wanted to say "yes."

Situation: _____

What kept you from expressing what you really meant? _____

3) List four situations where you would like to say "no," but have difficulty with it. Tell why.

a) Situation: _____

Reason: _____

b) Situation: _____

Reason: _____

c) Situation: _____

Reason: _____

d) Situation: _____

Reason: _____

- 4) Can you think of a situation now where you are afraid to say "yes" when you really want to? _____

- 5) Why will you feel better about yourself when you say what you really mean and want? _____

- 6) Tell what you would say and what reason you would give to say "yes" or "no" in the following situations:
- a) You are best friends with Mack. He asks you to help him cheat on a test. You don't want to. How would you tell him "no?" Give your reasoning to him in the answer. _____

- b) Joanie, a girl who is a good friend of yours, asks you to a dance. You only like her as a friend and don't want to go with her, but you are afraid of hurting her feelings if you say "no." Assert yourself and tell her w

- c) Your best friend asks you to go on vacation with him. You don't like to be with his parents, because they get drunk and abusive. You know he wants you to come, but you don't want to. How can you tell him? _____

- d) Pete, your best friend, asks to borrow money from you. You don't have any to spare, and, besides, he never paid you back the last loan he got from you. How do you tell him "no?" _____

- e) Your boss asks you to stay late at work. You will get into trouble at home if you do, but you also are worried that he will fire you if you don't stay. How can you say "no?" _____

- f) Your best friend asks you out to dinner at a very fancy restaurant. You would like to go, but are afraid you will feel uncomfortable. How can you say "yes," but let your friend know your fears? _____

- g) Make up a scene from your own life where you could have asserted yourself and said "no" or "yes" and act it out in your treatment group with another person.

People communicate nonverbally, that is, without words. Have you ever known that your mom was feeling fed-up and angry before she ever said a word? Or that a good friend felt bummed out about something before he/she ever said anything? Have you ever smashed a wall to get your anger out? Or thrown something on the ground? These examples all show nonverbal communication.

Every now and then we see people whose body language or facial expression is out of step with what is going on. This is very confusing, and makes us generally wonder about them. For example, Shawn's pet dog died and Shawn smiled while talking about it. Sometimes people who

have closed off their emotions act this way, including many people who have been abused.

Sometimes children smile or laugh when they are being scolded by a parent or teacher. Usually it is not because they think it is funny, but because they're nervous or would rather laugh than let anyone know they're upset enough to cry. Smiling is a way of trying to keep anyone from knowing that the criticism hurts them. It is out of step with their real feelings. Often adults don't understand and punish them because they think the child is showing disrespect, or not taking the situation seriously. Has this ever happened to you?

If you can, and if it doesn't put you in physical danger, it is better to allow yourself to show with your body and face exactly what you are feeling. People relate more with people who communicate in body language as well as words.

People also communicate what they want or don't want through body language and facial expressions. For example, if someone is attracted to you, he/she may show you this without words, by making eye contact, giving you looks, hanging out near you, and so forth. If someone *doesn't* like you, he or she is likely to move away and look away.

It is important to read other people's body language and facial expressions. Do you remember what the expression was on your victim's face when you were sexually abusing him/her? What about your victim's body language? Did the victim turn or pull away, look frozen, or hunch over in fear? Picture it in your mind. Draw a picture of your victim's face. This is one way to get in touch with what your victim might have been feeling and communicating nonverbally. Try it.

Some good exercises you can do in group to practice non-verbal communication are called *Communication Charades*.

EXERCISE 45. COMMUNICATION CHARADES

1) Write out 20 different emotion words each on a separate small piece of paper. (You can refer to the list of feeling words in Chapter Four.) Fold the papers in half, so nobody can see what is on them. Take turns with one person at a time picking an emotion and acting it out. The others in the group will guess what it is. Keep track of the time it took for each person to act out the emotion well enough for the others to guess it. Each person should do several emotion words. Whoever has the lowest time wins.

2) Divide into twos. Each team picks an emotion and develops a scene in which one or both of the persons would feel that emotion. They can use words, but not any emotion words to act out their scene. The audience then has to guess what emotion they have communicated indirectly through their scene. For example, if the word is "joy," you might have them talking about winning the lottery and jumping up and down. Use the same timing system to determine the winning team.

3) Write the following messages on separate pieces of paper. Have each person pick a message. Don't let anyone else see them. Have one person at a time act out without words the message he/she picked. Again, keep a record of the time it took the others to guess what that person was trying to say.

- | | |
|--------------------------------------|-----------------------------------|
| a) Leave me alone. _____ | f) Please take me with you. _____ |
| b) I want to make love to you. _____ | g) Don't hurt me. _____ |
| c) Go away. _____ | h) What time is it? _____ |
| d) Come here. _____ | i) Let's play. _____ |
| e) Stop that. _____ | j) I've got to study. _____ |

Think up additional messages of your own, too. _____

If someone smiles and looks happy while he is saying, "My dog died last night," you would understand that the dog died by the words he said, but be confused by his facial expression and body language. You would wonder why he would be happy about the dog dying, or probably make a judgment that this person is really out of touch with his feelings. When sex offenders begin treatment, often they show no feelings about their offenses. They may say, "I feel terrible about hurting my sister," but give no appearances of regret. Probation officers, in particular, often pick up on this. Have you had a probation officer who wrote, "...does not show remorse," or a similar comment in your probation report?

After all the work you have done on emotions, empathy, and communication, you are probably now in better touch with your feelings and better able to communicate them both verbally and nonverbally, directly and indirectly. Try saying the words, "I am very sorry," first when you really *feel* sorry. Express your sorrow in your face and body. Then say the same thing, but think to yourself, "I'm not really sorry at all. I'm just saying this because I have to." Show how you feel this time in your facial expression and how you hold your body. If you are really doing this well, people should be able to tell how you are feeling as well as hear what you are saying.

Did anyone ever say to you, "You're not really sorry." Were you sorry? Or were you just faking it because you didn't want to accept the consequences? If you were sorry, you probably didn't communicate very well nonverbally.

This leads us into the next portion of our *Communication* chapter: receiving the message. For every thought or feeling to be communicated, there must be someone who is listening or receiving it. *Reception* is probably the most important aspect of communication. It is also the one that most people practice least. It is particularly important for you, as a sex offender, to be very aware of what others are communicating, especially potential victims. If you had really been aware of what your victim was trying to communicate to you, either in words or body language, you might have chosen not to offend.

Often, teenagers who begin treatment have difficulty really listening to what others say, perhaps because they need attention and have not learned to listen well. Does this describe you? Really make an effort to listen. It is extremely important.

When we listen, we receive information on two levels, the *thought* level and the *feeling* level. For example, John's girlfriend invites him to a rock concert. He loves her but he hates heavy metal music. He might say, "I would be glad to go with you," meaning he is willing to go, but underneath she can sense that on the feeling level, he doesn't really want to go.

To understand both what people are saying *and* what they are feeling when they transmit a message to you, it is necessary to watch body language, hear vocal inflections, and notice facial expressions as well as listening to the words a person is saying. Just as healthy expressive communication requires that you use good verbal and nonverbal skills, reception or listening requires that you use your eyes as well as your ears.

Do the next exercise in group or with a partner. It will give you an opportunity to both express yourself in words and body language *and* receive messages on the thought and emotional levels.

EXERCISE 46. GIVING AND RECEIVING COMMUNICATIONS

Part 1. Thought level: In group, pair up, then tell the other person all about one of the most embarrassing things that ever happened to you — when it happened, where you were, who was there, what happened, and why you were so embarrassed. When you finish, have the person repeat the facts back to you. Did the person fully understand what you said? Correct any differences or misconceptions. Then trade places and ask the other person to tell you all about one of the most embarrassing things that ever happened to him or her.

(You can also do this exercise in a circle, where you tell the person next to you, who tells the person next to him or her what you said, then that person tells the person next to him or her what you said, and so on, until the last person tells you. You then tell the last person how accurate the final recounting is and correct the differences. The group also figures out where the story changed. This is a variation on the children's game where you whisper something into the first person's ear.)

Try this exercise with other life experiences, like the most important day of your life, the most exciting time you ever had, the worst thing that ever happened to you, and so forth.

Part 2. Feeling level: (there are two sections to this part).

A) This exercise is similar to the last, but the emotional content is not known in advance.

Tell another person about a school experience you had. Tell yourself in your head what you were feeling about this experience, but don't tell the other person out loud. As you talk about the time, place, people involved, and what happened, let your feelings be known through your vocal inflection, facial expression and body language. Do not exaggerate. When you finish, the person will tell you the basic facts of the story and what it appeared that you were feeling at the time. Discuss how accurate the person was regarding both the thought and feeling content of the story.

Also do this exercise with happenings at home, camp, vacation, church, sports, concerts, and so forth.

B) In this part of the exercise you can either break into pairs, or do it as though you were playing charades in a group setting. Say each of the following phrases, in a way that expresses one of the feelings written after it. The other person or group must guess which of the feelings you were expressing.

| | | | |
|-----------------------|------------|-------------|-----------|
| "I'm furious" | joking | upset | sarcastic |
| "I love you" | with love | hateful | teasing |
| "You stink" | joking | smelly | angry |
| "I'm sorry" | sincere | angry | afraid |
| "I feel sick" | disgusted | ill, unwell | bored |
| "I'm lost" | frightened | angry | sarcastic |
| "I'll miss you" | sad | flirtatious | angry |

| | | | |
|----------------------------|-----------|-------------|---------------------|
| "My name is" | friendly | angry | as a sexual come-on |
| "Who are you?" | curious | threatening | afraid |
| "What do you want?" | nervous | curious | angry |
| "I don't understand" | confused | hurt | angry |
| "I'm through" | done | disgusted | sad |
| "You're cute" | sexy | admiring | disgusted |
| "You goofed" | angry | laughing | weary |
| "I'm afraid" | terrified | sarcastic | worried |

Make up additional phrases of your own and different ways to express them.

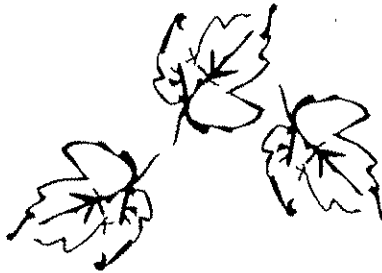
The best way to learn to express yourself and receive communications from others is to use the various types of communication. This means practicing good communication. Practice at home, at school, everywhere you go. Say what you are thinking and feeling, and listen and watch what other people are trying to say to you.

Good communication is necessary for all types of relationships. It is critical to your success in love relationships, at work settings, at school, at home, in recreational situations, and so forth.

SUMMARY

You had the opportunity to learn about the following aspects of communication:

- 1) That communication includes both verbal and nonverbal expression
- 2) That communication can be both direct and indirect
- 3) How to distinguish between healthy and unhealthy communication
- 4) More ways of communicating in a healthy manner
- 5) The difference between assertiveness and aggressiveness
- 6) How to be assertive and say what you mean
- 7) How to communicate by facial expression and body language
- 8) The importance of your facial expressions and body language showing what you mean
- 9) The importance of listening well (reception)
- 10) Awareness of listening on both the thought and feeling levels
- 11) The need to use one's eyes as well as ears in listening (receiving messages)
- 12) How the same phrase can have different meanings depending on how it is expressed



CHAPTER ELEVEN

SEX, LOVE, AND FRIENDSHIP

These three important topics – sex, love, and friendship – we combined in this chapter because most sex offenders tend to lump them together, even though they are very different categories. It's no wonder that sex is mixed up with everything! It is used for different purposes and combined with just about every possible subject in many different contexts. Advertisements, in particular, use sex to sell perfumes, sodas, blue jeans, cars, and almost anything else you can think of.

SEX

Sex is described in the dictionary as “the instinct or attraction drawing one sex toward another, or its manifestation in sexual behavior.” Sex involves your brain, all your physical senses and your genitals. As with other choices you make, the choice to have sex results in both positive and negative consequences. The positive consequences include sexual release, good feelings, and (for adults who are ready to be parents) babies; the negative consequences include babies (for people too young to be good parents), abortions, reputations, and sexually transmitted diseases, such as herpes, syphilis, chlamydia, and HIV or AIDS. Some of the negative consequences can be prevented when both partners take responsibility by using birth control *and* a condom.

Sex may exist together with love and/or friendship or completely separately. When people consent to have sex together without being in a committed relationship, it is usually called “casual sex.” Casual sex is what you have probably already been involved in, sex just to have sex, just for orgasms, without caring about the other person. Casual sex may be physically pleasant, but it does not satisfy your needs for closeness and caring. If you are in a relationship with a boyfriend or girlfriend, having casual sex with someone else means you are probably violating your boy/girlfriend's trust. Frequent casual sex often means that the person has a problem with intimacy and/or was sexually abused.

Responsible sex involves caring about the other person as much as you care about yourself. It involves a relationship of respect and trust. It allows both partners to share their feelings as well as their genitals. It requires consideration of the consequences. Responsible sex means using birth control *and* a condom.

When a person has a sexual experience with someone without their consent, or with someone who is underage and/or not able to consent, he/she has hurt someone and has committed a sex offense. Sex offenses are crimes. There are also sex offenses that don't involve touching. Obscene phone calls, exposing one's genitals, prowling, peeping, taking nude or sexy photos, or showing a child pornography are sex offenses just like the hands-on offenses such as rape and touching a child's private parts.

People who commit sex offenses often confuse sex with other qualities, like intimacy (closeness and caring) or power. Confusing sex with intimacy often happens when the offenders were molested themselves when they were young, felt some closeness during the sexual connection

they had with their perpetrators, and mistakenly think having sex will bring them the intimacy they are looking for. But it doesn't. While the victim may feel some pleasurable bodily sensations, feelings of being used, powerless, or dirty combine with them. Not only does the offender *not* get the intimacy he or she wants, but the victim is emotionally harmed.

When Isabel was little, her favorite uncle molested her. Although she felt kind of dirty and used afterward, she still really loved her uncle. She confused her feelings of closeness to him with her sexual experience. When Isabel was 15 years old, she felt lonely and unloved. She didn't have many friends. She babysat her 8-year-old cousin Eddy every week. He really loved her, because she played with him and listened to him. One day she had him touch her breasts. She then had him pull down his pants and she rubbed his penis. She was trying to find the closeness she thought she had with her uncle. She didn't think about the effect it would have on Eddy, who was confused and hurt. She felt ashamed and guilty afterward, and still felt lonely and unloved. In addition, she was arrested. She had acted out her need for intimacy and love in an inappropriate, illegal, sexual way with someone who could not understand and consent. She had confused love and intimacy with sex.

Power is another quality people who sexually offend confuse with sex. When you feel powerless and inadequate, sometimes frustrated too, you want to gain control of somebody or something. Perpetrators who sexually assault or molest someone who is weaker or younger, expose their genitals to a stranger, peep or make obscene phone calls, or rape someone, often are trying to satisfy their need for power by misusing sex.

Rocky's father was extremely critical and strict. Rocky felt like he could never do anything right. There was no way he could please his father, and it made him feel powerless. He and his friends had made some prank phone calls to people they knew and felt powerful for doing them. One day, Rocky misdialed the phone and a strange woman answered. Instead of hanging up, Rocky found himself saying all kinds of sexual things to her. The woman sounded afraid and hung up. Rocky felt powerful. He had the power to scare her and the sexual talk excited him. He began to call lots of random numbers in the phone book and say more and more sexual and sexually violent things. Eventually he was caught when a young woman asked the police to put a trap on her phone and the call was traced. Rocky was using sex improperly to substitute for power, and he was arrested because the way he did it harmed the people he did it to and was illegal.

Other ways people misuse sex are as an outlet for anger (as a way of getting out the anger the person is feeling onto someone else sexually, as in rape), an outlet for excitement (as a way of getting away from the boredom and humdrum parts of life), and an outlet for tension (through the physical release during climax). These are just a few of the reasons offenders mix up sex with the satisfaction of another emotion. Can you figure out what was behind your misuse of sex?

LOVE

Love is described in the dictionary as "a profoundly tender, passionate affection for another person" or "a feeling of warm personal attachment or deep affection." It does not require a sexual relationship. Most people love their parents or other family members. Sex is not appropriate with family members. When sex is a part of a love relationship, it is an additional intimate physical experience adding to the love relationship, and should be with an appropriate, similar age partner who feels the same way.

There are various qualities people look for in a love relationship. These include not just what a person looks like (we are all initially attracted to people we think are handsome or beautiful), but also characteristics like warmth, or trust, or liking the same things. Everyone has a slightly different list of what is important to him/her in a love relationship. The next exercise will give you the opportunity to explore what is important to you in a love relationship.

EXERCISE 47. LOVE AND SEX QUALITIES

Part I. Love: The following list consists of qualities lots of people look for in love relationships with a partner. Read them over. Add any additional ones that are important to you.

Check all the ones that are important to you. Double check the ones that are most important.

Check all the ones that are important to you.

| | | |
|-------------------------------|---|--------------------|
| Attractive/good looking _____ | Sexy looking _____ | Smart _____ |
| Friendly _____ | Outgoing _____ | Loving _____ |
| Fun to be with _____ | Caring _____ | Honest _____ |
| Trustworthy _____ | Rich _____ | Sensitive _____ |
| Attentive _____ | Easy to be with _____ | Popular _____ |
| Likes the same things _____ | Likes sex _____ | Good kisser _____ |
| Smells good _____ | Good worker _____ | Kind _____ |
| Good sense of humor _____ | Big breasts _____ | Big penis _____ |
| Muscular _____ | Cute ass _____ | Tattoos _____ |
| Needy/insecure _____ | Shy _____ | Strong _____ |
| Bold/assertive _____ | Quiet _____ | Rowdy _____ |
| Communicates well _____ | Reliable _____ | Independent _____ |
| Understanding _____ | In tune with my thoughts and feelings _____ | |
| Willing to compromise _____ | Exciting _____ | Affectionate _____ |
| Mature _____ | Old fashioned _____ | With it _____ |
| Other _____ | | |

Part 2. Sex: Now look at the qualities that turn you on sexually. These are triggers which physically arouse you, that is, make your body feel very sexually excited. Are some of these triggers among the words in the list above? Write down these qualities and any others that cause you to be sexually attracted to a person on the lines below.

[illegible]

There are probably a lot of the characteristics that appear on both your love relationship and sex lists. People are usually sexually attracted to people with whom they would like to have a long-term love relationship. Sometimes, however, a person may want a sexual fling with someone who excites him/her, but doesn't want to have a long-term love relationship with that individual. Does that happen for you? Once again, if it is consensual and understood between two parties of similar age and ability, this is not illegal, but often one of the parties feels more deeply than the other and can be emotionally hurt.

Homosexuality – being gay or lesbian – means that you are closest to and most comfortable in sexual relationships with people of the same sex as you. There is some controversy about whether people's sexual orientation (heterosexual or homosexual) is genetically or biochemically determined (whether they are "born that way"), or whether it is formed during their lifetime. Either way, for many people these preferences are well established before they start school.

Many people have learned thinking errors about homosexuality. Their thinking errors are usually based on an irrational fear of homosexuality. That fear is called homophobia. Homosexuals are no different from anyone else except that they are more attracted to persons of the same sex than to persons of the opposite sex.

One way of thinking about sexuality is as a continuum from complete heterosexuality (total preference for the opposite sex) to complete homosexuality (total preference for the same sex), with most people falling primarily to one side or another and some falling in the middle (bi-sexual).

Whether a man is "feminine" or a woman is "masculine" in their appearance or body language does not mean the person is gay or lesbian. Some football players, construction workers, and muscle builders are gay. Some men who seem feminine are straight (heterosexual). Some gay men and lesbians have casual sex, and some are in committed relationships.

Sometimes people who were molested by someone of the same sex and were sexually aroused by it worry that they may be gay. They worry because they see that gay people are often treated badly by others, or because their religion says that homosexuality is wrong. Being molested does not "cause" homosexuality. *Most* people can be aroused by persons of the same sex as well as by someone of the opposite sex. Many straight people have had sexual experiences with persons of the same sex. Most people experiment, finding out about their sexual preferences. If you molested a child of the same sex, it does not mean you are gay or lesbian. Most adult child molesters that we know of are heterosexual in their sexual relationships with other adults.

We are not telling you to approve or disapprove of same sex relationships between consenting peers. It is important, however, to recognize some of your thinking errors about about homosexuals, to respect other people's choices, and to apply your empathy skills to what they might be feeling.



EXERCISE 48. HOMOSEXUALITY

1) Personal questions:

Is there someone in your family or someone you know who identifies as gay or lesbian? _____

If so, who? _____

How do you feel about that person or persons? _____

How do you feel when he/she visits and your friends are around? _____

What do you think that person may have felt when people make fun of homosexuals? _____

Have you ever had questions about your own sexual preferences? _____

If so, what have you wondered about and why? _____

Have you had any experiences with gays or lesbians? If so, what were some of these experiences? _____

2) General questions:

What is your opinion about homosexuality? (Okay, weird, don't care, interested, grossed out, or ?) _____

What is the basis for your opinion? (What was said by parents, religion, other literature, friends, or experience) _____

3) Situations: Read these situations, then answer the questions that follow.

a) Joe is 16 years old. He is captain of the football team, a good student and well-liked at school. He comes from an ordinary family. Ever since he was a little kid, he always felt a little different from his friends. When he turned 13, he realized that while his friends began to have romantic thoughts about girls, he had fantasies about boys. He didn't tell anyone. When all his friends dated girls, he did too. When he was 15, he picked Penny as his girlfriend primarily because it was easy to talk to her. He kissed her and felt her breasts and went as far as she would let him, just like his friends did with their girlfriends. But it didn't turn him on. He was much more attracted to his best friend Pete. Joe realized he was gay. Pete was heterosexual, so Joe never told him how he felt. He hid his sexuality. Sometimes the other guys told jokes about gays. He laughed with the rest of them. When they called guys they didn't like "faggots," he never said anything. He hid what he was feeling.

How do you think Joe felt when his friends called people "faggots"? _____

How do you think Joe felt when his friends told jokes about gays? _____

Why do you think he laughed when they did? _____

Why do you think Joe never told his friend Pete how he felt? _____

Why do you think Joe went out with Penny and was sexual with her? _____

Why do you think Joe hid his true sexuality? _____

b) Paul's parents were divorced when he was 7 years old. He didn't see much of his father. When Paul was 9, his teacher, Mr. Andrews, befriended him. He talked to Paul and took him camping. On many of the camping trips, Mr. Andrews molested Paul. He masturbated Paul and had Paul masturbate him. When Mr. Andrews masturbated him, Paul felt very sexually excited. Mr. Andrews told Paul that Paul was a homosexual because Paul was aroused by the masturbation. When Paul completed the fourth grade, he did not see Mr. Andrews any more. Paul felt relieved, because he felt funny about what had happened. When Paul was a teenager, he was attracted to girls in his class, but he felt afraid to ask any out, because of what Mr. Andrews had told him about being homosexual.

Do you think Paul is a homosexual? _____ Why or why not? _____

Do you think Mr. Andrews is a homosexual? _____ Why or why not? _____

Why was Paul aroused by the masturbation? Why did Paul keep going camping with Mr. Andrews after he was molested the first time? _____

If Paul was gay, was it still molestation? _____ Why or why not? _____

SEX AND SEX OFFENDING

As we said before, sex offending is misusing sex to meet your own needs for power or intimacy, to express anger, or to relieve tension and boredom, with someone who doesn't understand and can't or doesn't legally consent.

Some sex offenders are more attracted to children than they are to people of the same or similar age. *There are laws in all states prohibiting sex with children.* Children are not legally capable of consenting. They are easily overpowered by someone older or stronger or in a position of authority.

If you are attracted to children and allow yourself to have sexual thoughts or fantasies about them, you are placing yourself in a position of danger. You are on the third step of the offense chain. It is important that you learn to turn off these thoughts. Tell your therapist about them, and get help to retrain your sexual urges toward someone capable of consenting. In fact, *any*

time you have a sexual thought that can get you into trouble, it is important to stop and change that thought.

Earlier in the book, we talked about yelling "stop" to yourself and/or replacing dangerous fantasies with fantasies of something unpleasant as a way of stopping the fantasies. These unpleasant fantasies can include things you find embarrassing, repulsive, or fearful. Unpleasant fantasies can include things that might happen during or after the illegal sexual behavior, like someone you respect walking in on you while you are molesting, or thoughts of being arrested at school.

Because we're talking about the sexual part of sex offending, the exercise below gives you an opportunity to review what you've learned about Urge Control (Chapter Six). Before you do Exercise 49, it is important to get instructions from your counselor or therapist on how best to work with your dangerous fantasies.

EXERCISE 49. REPLACING DANGEROUS FANTASIES

1) In replacing dangerous fantasies with unpleasant ones, you can use your senses of sight, taste, hearing, and touch. Think of three unpleasant fantasies of each type. (For example, for sight your example could be something that grosses you out, like looking at your insides coming out after being cut with a knife.) Make them as awful as you can.

a) Unpleasant sight fantasies:

- 1) _____
- 2) _____
- 3) _____

b) Unpleasant taste fantasies:

- 1) _____
- 2) _____
- 3) _____

c) Unpleasant hearing fantasies:

- 1) _____
- 2) _____
- 3) _____

d) Unpleasant touch fantasies:

- 1) _____
- 2) _____
- 3) _____

2) Unpleasant fantasies can also be those that cause you to have an unpleasant emotion, like embarrassment or shame, terror or fear, or repulsion or disgust. They can consist of any object, person or group of people, animals or imaginary creatures, or any kind of experience. Let your imagination go wild. They can either be related to a potential offense or entirely unrelated. In this section of the exercise, think of three of the most awful fantasies you can that might cause you to feel embarrassed, terrified, or repulsed.

a) Embarrassment fantasies:

1) _____

2) _____

3) _____

b) Terror fantasies:

1) _____

2) _____

3) _____

c) Repulsive fantasies:

1) _____

2) _____

3) _____

3) Pick two or three of the most powerful of these unpleasant fantasies and write them down on a piece of paper. Every night next week after you go to bed, allow yourself to start having an improper fantasy. Yell "STOP" to yourself after no more than 10 seconds or before your fantasy gets to offending behavior. Then read and focus your mind on one of your two or three awful fantasies. Really get into it. Feel the awful feelings or sensory experiences. After the first week, you will need to practice this at least once a week. Any time you catch yourself in an inappropriate sexual fantasy, repeat the same process. If the unpleasant fantasy doesn't seem to be working, try another one, until you find some that do work.

You can also replace dangerous or deviant fantasies with warm, loving, sexual fantasies of mutually consenting sex with a person of your same or similar age. Developing relationships with appropriate persons of the same or similar age is an important way of changing deviant sexual fantasies. The way to begin a relationship is through friendship.

FRIENDSHIP

Friendship is defined in the dictionary as "the attachment of one person to another by feelings of affection or personal regard." We talk about friendship as a part of relapse prevention for various reasons. First, if you have close friends, you are less likely to isolate yourself, have inappropriate sexual fantasies, and make poor judgments that lead you down the *Offense Chain*. Second, if you find you are fantasizing or feel badly about yourself and your life, you will have someone you can call and talk to about your thoughts and feelings instead of offending. Finally, if you understand the difference between friendship and love and sex, you are less likely to inappropriately mix up sex with the friendship of a young child or a friend who doesn't want a sexual relationship.

A *relationship* is a connection or involvement with another person. We often talk about relationships as a love connection, although it can be a simple friendship. Love relationships should develop gradually, in a way where trust can gradually build, starting with a very casual acquaintanceship, and building into closer and closer friendship. Once you have a very close friendship, you may want to move further into the area of love and sexual intimacy. If you move into love and sexual intimacy without a solid foundation of friendship, you are more likely to be hurt, or have your trust betrayed.

The diagram below shows how relationships should build.

VERY CASUAL ACQUAINTANCES

PEOPLE YOU DO ACTIVITIES WITH

FRIENDS

CLOSE FRIENDS

MOST

INTIMATE

RELATIONSHIPS

Greater trust and more sharing and help

You do things with and call on to help you

Like work, sports, beach, etc

People you just see around and say hello to

Note that at each level as you move inward, you should be able to trust and depend on the other person more and more. If the person seriously lets you down at one level, you can just move him/her outward to the next ring, perhaps temporarily, until you work through your differences and trust builds again between you. You don't have to dump this friend entirely, because you know this person can be trusted or depended on at a less intimate level – for some things, but not for others.

Often people, especially abuse victims who have difficulty with boundaries, meet a person and immediately take him or her into the innermost level, sharing their most intimate thoughts and feelings before they have any way to determine if the person is trustworthy. If the person breaks their trust at that level, they feel that they have to throw the person out of *all* the relationship circles, because there is no trust or connection on any other level to fall back on. This is a kind of "black and white" thinking, as if a person is either perfect or rotten, with nothing in between. It's much better to have a solid friendship first that becomes closer and closer, and then winds up at the right level of comfort. You will have choices to move in closer or push the relationship out further. It does not have to be an all-or-none situation.

EXERCISE 50. LEVELS OF FRIENDSHIP CLOSENESS

In this exercise, we will take the steps from the relationship diagram on the last page and turn them into categories here. Write down the people who fit into each category for you. (You may have more or less than the space allows.)

1) *Very casual acquaintances* (people you say hello to or chat casually with, but don't actually do anything with or invite home) — describe where you see them, or generally who they are:

- a) _____
- b) _____
- c) _____
- d) _____

2) *People you do activities with* (like sports, or music, or working, but not much more than that) — list them by first name and say what you do with them:

- a) _____
- b) _____
- c) _____
- d) _____

3) *Friends* (people you do things with, call on to help you, or talk to about some things) — list by first name:

- a) _____
- b) _____
- c) _____
- d) _____

4) *Close friends* (people you really trust, share more with, help each other, plus all of the former items) — list by first name and/or relationship:

- a) _____
- b) _____
- c) _____

5) *Most intimate relationship(s)* (the one or more persons you most trust, share with, and feel closest to in the world: your best friend[s]) — list by first name and/or relationship:

- a) _____
- b) _____

There are likely to be fewer people in each category as the relationship or friendship becomes closer and more intimate. Notice that your most intimate relationship may be with your brother or your mother and does not include sex. Sex is a separate element you may or may not have at whatever level you decide. If you and the other person who decide to have sex are at the most intimate relationship level, it tends to increase the intimacy of the relationship.

The role of *touch* in a relationship is important. You are most likely here because you *inappropriately* touched someone you knew. There are many different types and levels of touch, from

a simple handshake to a punch or pat, to hugging and kissing, to more explicitly sexual touches. Just like friendships, touch is on a scale from casual to intimate. Nonsexual touching includes holding hands, putting an arm on someone's shoulder, patting someone's arm or back, giving hugs, pulling hair, and hitting (not all nonsexual touch is good touch). Sexual touching includes romantic kissing and touching, touching any private areas of the body, rubbing private parts against somebody, as well as oral sex, intercourse, and so forth.

It is important to know when to touch and when not to touch and when a particular type of touch is appropriate. If you don't know a person, you should not touch him/her. For example, it is *not* appropriate to touch a waitress or waiter in a restaurant. While it generally is appropriate to shake hands with someone you meet or to hug a good friend, it is also necessary to respect what the person you are about to touch wants. Some people like pats and hugs; others may not like to be touched at all. You have to listen, read body language (looks and movements), and not be afraid to ask what the other person would like. (This is also true in sexual touching.)

People will give you signals. You can usually tell if a person wants you to come closer by how they move toward you, face you, and look directly into your eyes. If they are not interested in you, they will usually look and move away. Ask if you are in doubt.

And take notice – sexual touching of a child under any circumstances is strictly forbidden under the law. Even though a child may seem to crave sexual touches, ***you are responsible not to sexually touch a child.*** The child probably is asking for affection and care, but has been molested and doesn't know how to get what he/she needs without submitting to sexual touches.

If you have molested a child, you should not be alone around children. Even with adults present, you should never put yourself in a position to reoffend or where you might be accused of improper touching.

The final exercise of this chapter is on appropriate touching.

EXERCISE 51. TOUCHING

1) For the following situations, tell if the touching was proper or improper and why.

a) Julio had breakfast at a Denny's Restaurant. The waitress was very nice to him. He gave her a hug as he was leaving. Proper or improper? _____ Why? _____

b) Matt was introduced to Mary. He shook her hand. Proper or improper? _____ Why? _____

c) Jane saw an old friend who had moved away. She ran over and hugged her. Proper or improper? _____ Why? _____

d) Al was talking with his friends. A girl walked by. Al patted her on the butt. Proper or improper? _____ Why? _____

e) Lisa complained that her shoulder was sore. Roger, a casual friend, offered to massage it. Lisa said, "Sure, okay," so he did. Proper or improper? _____ Why? _____

f) As Roger was massaging Lisa's shoulder, he moved his hand down to her chest. Proper or improper? _____ Why? _____

g) Tony ran into his old friend Dave at the mall. They hadn't seen each other for weeks. Tony gave Dave a light punch in the shoulder. Proper or improper? _____ Why? _____

h) Sally saw a little child all alone, looking sad, in the park. She didn't know the child, but she picked her up and hugged and kissed her and told her she would be okay. Proper or improper? _____ Why? _____

i) Tony's little cousin ran to him in the park and jumped into his arms. Tony gave him a big hug and then put him down. Proper or improper? _____ Why? _____

j) After Tom took Anna to the movies and for pizza, they drove to her house. Anna sat on the far edge of the seat, away from Tom, talking but not looking directly at Tom. When they got to the house Tom pulled Anna to him and kissed her. Proper or improper? _____ Why? _____

k) Jack was at a party. A girl he had never met stared at him and began to move toward him. He went over to her. They talked intently. He put his arm around her shoulder. Proper or improper? _____ Why? _____

l) Jack walked the girl outside. She continued to talk to him, looking him in the eye, and stood very close. He gave her a romantic kiss. Proper or improper? _____ Why? _____

m) If Jack and the girl had walked outside for air, but she stood well away from him, and kept looking around for her other friends, and Jack grabbed her and gave her a romantic kiss, would it have been proper or improper? _____ Why? _____

n) Joe was on a packed bus. He accidentally rubbed against a young woman standing next to him. She didn't say anything, so he deliberately rubbed against her another time. Proper or improper? _____ Why? _____

o) 10-year-old Tina had been molested by her step-father when she was little. She lived in a series of foster homes afterward. Abe was babysitting for her. He was sitting on the sofa and watching TV. Tina came up and sat on his lap with her legs rubbing against his penis and hugged him. He hugged her back, allowing her legs to continue to rub against his penis. Proper or improper? _____ Why? _____

p) Chad's little cousin had been molested by a teacher. Chad wouldn't let her sit on his lap. He would only give her a hug in front of her mother, and then only a quick hug. Proper or improper? _____ Why? _____

q) Josh met a Ellen at a party. He enjoyed talking to her, but was not interested in being sexual or intimately involved with her. She kept coming closer to him, putting her arms around his shoulders, and brushing her lips on his cheek. He kept moving and looking away. Were her actions proper or improper? _____ Why? _____

2) Now is the time for your experiences. Tell of a time you touched someone properly and of a time you touched someone improperly and why.

a) Properly: _____

Why was your action proper? _____

b) Improperly: _____

Why was your action improper? _____



Remember, you too have a right not to be touched at any time or in a way you don't want to be touched. Touch is situational and personal. Know when is an appropriate time to touch a person in a specific way and then whether or not the person wishes to be touched. Know when and how *you* want or don't want to be touched. And especially be careful when and how you touch children.

SUMMARY

What you have covered in this chapter:

- 1) That sex, love and friendship are three different things
- 2) Different ways sex is misused
- 3) What you want in a love relationship
- 4) What turns you on sexually
- 5) Some information about homosexuality
- 6) How to replace dangerous sexual fantasies
- 7) The importance of friendship
- 8) The different levels of friendship and/or relationships
- 9) About appropriate and inappropriate touching

E. Cycles

This section will focus on developing social perception skills, developing detours, identifying risk factors, understanding core values, and applying new skills in social situations.

PROGRAM MATERIALS

1. Cycles Cognitive/behavioral Group

A. Group tracking form

Cycles & Alignments

[illegible]

[illegible]

| Last Name | First Name | Col. | Date |
|-----------|------------|------|------|
|-----------|------------|------|------|

| Last Name | First Name | Col. | Date |
|-----------|------------|------|------|
|-----------|------------|------|------|

[illegible]